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# THE TRAINING SCHOOL BULLETIN

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THE TRAINING SCHOOL AT VINELAND, NEW JERSEY
DEVOTED TO THE INTERESTS OF THOSE WHOSE MINDS HAVE NOT DEVELOPED NORMALLY

THE
TRAINING SCHOOL BULLETIN

NOVEMBER, 1944

# Etiology of Mental Deficiency

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Probably everyone who has studied Itard's account of Victor, the Savage of Aveyron (4), has speculated as to the origin of his condition. Was Victor a natively normal child who was lost in the woods at an early age for reasons unknown? Or was this boy recognized as mentally deficient by his family who then abandoned him in the forest to perish? Such speculations were of special import for the training of Victor, since by the former hypothesis the program of education was directed toward restoring normal environmental stimulation, whereas by the latter it was a question of determining to what extent a defective human organism could be brought to normal social functioning.

The outcome of that experiment demonstrated that Victor was feeble-minded — a boy whose ultimate mental development failed to exceed about five years of normal growth or achievement in spite of the ingenious care and training that Itard provided. It left unsettled such questions as (a) whether Victor was a child of congenitally normal heritage made defective by early or prolonged environmental deprivation, or (b) whether he was a child of subnormal hereditary endowment, or (c) whether he was a case of secondary (adventitious) mental deficiency. Victor's final mental attainments and personal characteristics most plausibly suggest the last probability. Symptomatically he appears to have been an exogenous type and this likelihood now lends further interest to Itard's efforts with him.

When "captured" by some hunters the "savage" of Aveyron was about eleven or twelve years old. He had been seen fleeing wild and naked five years before. In Itard's estimation he had probably been at large since four or five years of age. What was his history? Was he lost, or abandoned, or had he escaped from some restricted form of care? Was he a normal child of normal (perhaps unwed?) parents? If abandoned, why had he been "put away"? Was he an embarrassment to his family, perhaps a social or political liability?

Itard offers little such speculation. His description gives a picture of exceptional physical agility and energy coupled with extreme apprehensiveness and emotional display. Speech was lacking (intellectual mutism?) and his habits were those of an animal. Pinel considered him an idiot.

Yet Victor must have been humanly cared for during the helpless period of his early infancy. He could hardly otherwise have survived an isolated life prior to four or five years. But if normal he should have had some vestiges of speech, habits, memory. If idiotic, how could he forage, protect himself, avoid capture?

Itard's program was based on philosophic speculation rather than etiological diagnosis. A modern evaluation based on a clinical review of Itard's account plausibly suggests secondary mental deficiency, perhaps aggravated by environmental deprivation, rather than pseudo-feeble-mindedness produced by such deprivation.

With the advent of institutional care for the feeble-minded and the attention subsequently given to higher-grade cases it became evident that many mental defectives owed their condition to ancestrally weak endowment. Goddard's "Kallikak Family," and his "Feeble-Mindedness: Its Causes and Consequences," added to such family history strains as "The Nam Family," "The Hill Folk," "The Ishmaelites," "The Family of Sam Sixty," vividly displayed the influence of heredity in the production of feeble-mindedness, while Estabrook's "The Jukes in 1915" shed new light on the influence of nature versus nurture in the production of abnormal social behavior.

It was inevitable that such evidence on heredity as a cause of mental deficiency should stimulate opposing interest in the non-hereditary cases with regard to the limits as well as the fact of hereditary influence. Many recent contributions have added fresh points of view to the increasing sum of information regarding the fortuitous occurrence of feeble-mindedness. This latter knowledge has been concerned chiefly with exploration of the clinical varieties of mental deficiency as opposed to the familial type.

Aside from these clinical contributions to the etiology of specific symptom complexes, important work has been done on the general problem of reproductive inefficiency as a cause of non-hereditary feeble-mindedness. Thus Murphy (5) has contributed importantly on the incidence of congenital malforma-

tions resulting in mental deficiency, while Dayton and Truden (2) have showed that the incidence of mental deficiency increases with maternal life age, being twice as great among mothers past thirty-five years of age as compared with mothers under thirty-five. Likewise Benda (1) and others have presented new evidence suggesting gestational influences as a highly probable cause of mongolism. Other more recent work has emphasized the production of mental deficiency with reference to germinal impairment and the influence of recessive genes. Thus Penrose (7) and Benda (1) clarify the relative influence of genetic versus neuropathological factors. Such overall studies as those of Penrose (6) and Wildenskov (10) provide a general background for the relative evaluation of etiological influences.

These approaches to the etiology of mental deficiency tend to confirm the general conviction that feeble-mindedness is a condition rather than a disease which in the majority of cases is evident from birth or from early age, whether due to ancestral, conceptional, prenatal, natal or postnatal circumstances. Much of the work on the "accidents" of human development sheds important light on the mechanisms and conditions of human morphology in general.

In all this work the concept of developmental retardation due to constitutional origins is of first importance. There are at present no known "cures" for the condition, and comparatively few forms of therapy afford even appreciable amelioration thereof. The ultimate practical outcome of the study of etiology therefore lies in the direction of prevention, although the theoretical significance of the study of causes is of serious general import in the broad field of human growth.

We must distinguish here between nature and nurture as affecting the physical versus the behavioral aspects of mental deficiency. The former reflect constitutional abnormalities, especially those involving the central nervous system. The latter reveal social, educational and occupational inadequacies. In other words, the behavioral manifestations result from the subnormal psychological attributes of mental defectives, which in turn derive from their abnormal physical and physiological antecedents. The social representations may be modified within narrow limits through therapy, training, and regimen by induc-

ing more effective expression of constitutional aptitudes than might be obtained without such stimulation and oversight. Under favorable conditions of treatment, education and supervision mental defectives may reach higher levels of attainment and more favorable degrees of adjustment than would be or may have been the case without such measures.

The study of causes suggests such preventive measures as sterilization, restricted marriages, voluntary limitation of offspring, improved prenatal care, more favorable conditions of childbirth, better advised pediatrics and infant prophylaxis, and so on. Such measures are specific to the particular type as well as the likelihood of mental deficiency that might be produced if they were not wisely observed. Sound information regarding the causes of mental deficiency therefore makes possible better advice to prospective mothers as to the probable quality of offspring.

The largest single group of mental defectives includes those who owe their condition to ancestral predisposition. Debate as to the precise proportion of persons involved, or the actual biological mechanisms which underlie the familial transmission of mental deficiency, reveals some confusion with respect to those germinal factors which produce offspring in kind, and those influences which affect the germ cell adversely through adventitious modification.

The designations "primary" and "secondary" have commonly been used for the familial and non-familial forms of mental deficiency. A third group, the mixed form, is recognized for those instances where the secondary form may be imposed upon the primary. More recently the terms "endogenous" and "exogenous" have come to replace primary and secondary respectively, and these more recent terms have the advantage of including symptoms with etiology.

We may think of endogenous mental deficiency as representing familial transmission in general accordance with Mendelian principles, and exogenous deficiency as representing all other causes, with the mixed group reflecting the combination of endogenous with exogenous influences. It seems to us a mistake to include under the primary form, as do Tredgold (9) and some others, any clinical varieties of mental deficiency other than the simple familial type. Since mongolism and microceph-

aly, for example, more probably represent early modification of the potentials of the ancestral germ plasm, the problem of etiology is confused by including them in the primary group. Adventitious modification of the germ plasm produces clinical types of mental deficiency quite distinct from the familial type and should therefore be considered exogenous rather than endogenous, even though the cause may be operative at the time of conception rather than during the embryonic, fetal, natal, or postnatal period of development.

Considering for a moment the degrees of mental deficiency, and assuming the general principle of hereditary transmission in kind, it seems highly probable that idiots and low-grade imbeciles are chiefly of exogenous origin, whereas high-grade imbeciles and morons might be either endogenous or exogenous. Idiocy and low-grade imbecility are essentially non-reproductive, whether for biological or social reasons. Endogenous defectives may be reproductive and may be expected to reproduce essentially in kind and degree, with perhaps some regression toward the mean because of the tendency toward upgrading in marriage on the part of the mothers. Exogenous high-grade imbeciles and morons ordinarily are non-reproductive because of social supervision, but would if fertile presumably reproduce potentially normal offspring, according to the general principle of the non-inheritance of acquired characters. There is already ample evidence to indicate that low-grade mental deficiency derives chiefly from mentally normal ancestors, thus confirming the exogenous principle, whereas uncomplicated high-grade mental deficiency derives chiefly from culturally marginal families through reproduction in kind.* The problem of the high-grade defective, however, is obscured by the inheritance of mental deficiency as a Mendelian recessive in "good" families and by the possibility of high-grade deficiency occurring within the exogenous form. The problem is further confused by the difficulty of discriminating the mixed form.

The hereditary aspect of mental deficiency is challenged on various grounds. Are the propositi in such studies genuinely feeble-minded, or are not many of them pseudo-feeble-minded due to inadequate diagnosis? Is such apparent mental deficiency the temporary or even permanent consequence of environmental impoverishment or attributable to false standards of judgment? Has a proper distinction been made between cultural and biological inheritance? And what is the mechanism of inheritance? What

* BRADWAY, K. P. Paternal Occupational Intelligence and Mental Deficiency. **Journal of Applied Psychology**, 19:527-42, October, 1935.
DOLL, E. A. The Inheritance of Social Competence. **Journal of Heredity**, 28: 153-66, May, 1937.

"laws" govern the transmission of deficiency as to kind or degree or component factors? What are the relative potencies of endowment versus culture, or of maturation versus learning, particularly in high-grade (the numerically important) and borderline cases?

For present purposes the *presumption* of hereditary deficiency rather than its proportions, laws, or variables is the immediate concern. And for this argument the term endogenous has certain semantic advantages.

We have then two great classes of mental deficiency, the familial or endogenous group, and the non-familial or exogenous group. The familial group includes at least one-third, and more probably about one-half or more, of all the assigned causes of mental deficiency. The non-familial group includes perhaps one-third at most of the assigned causes. The remainder include those of unknown or mixed origin, the majority of whom are more plausibly familial than non-familial since the non-familial causes are on the whole more readily evident or "demonstrable," although obscure exogenous influences may affect any offspring. The exogenous cases include a wide variety of clinical symptom complexes, most of which are substantially clinical entities.

The terms endogenous and exogenous have more connotational significance than primary and secondary, or familial and non-familial, since they imply "in-kind" and "out-of-kind." Since broadly speaking the clinical varieties of mental deficiency other than the familial type are essentially non-reproductive, it enhances clarity to refer to them as exogenous, and to the familial group as endogenous. Such a clarification has certain practical advantages for the classification of symptom complexes for purposes of therapy and regimen, and conforms to the traditional separation of the hereditary from the non-hereditary forms. This has further practical advantages from the standpoint of capitalizing our present knowledge of etiology for purposes of prevention, and at the same time does not detract from the significance of germinal influence where ancestral germ potential has been adventitiously altered.

An important issue in the etiology of mental deficiency is the growing tendency to correlate causes with symptoms. This has important bearing on diagnosis and prognosis, as well as on measures of therapy and training. As the correlation becomes more firmly established it will be possible to infer causes from symptoms, and to interpret or predict symptoms from

causes, according to the relative plausibility of the respective data.

Obviously the symptom-complex data are as a rule more readily obtainable and more readily verifiable than is the case with history data. The latter are likely to be meager, untrustworthy, incomplete, and at best difficult to evaluate. To discriminate between those conditions which *might* produce mental deficiency, and consequently to say that they *do* produce, or *will* produce mental deficiency is no easy task. To distinguish, therefore, between definite, probable, and possible causes requires not only ample technical knowledge and skill, but also ample and reliable evidence. The decision may be strengthened by employing both positive and negative evidence. Thus if the condition appears plausibly familial, it should also be plausibly not non-familial; and contrariwise, if the case appears to be non-familial, evidence should be considered to show that it is not familial.

The differential diagnosis of mental deficiency as endogenous or exogenous also has encouraging implications for therapy. The motor and verbal features revealed in the differential diagnosis afford obvious implications for education and training.

Although this distinction in terms has been made for some time, it remained for Strauss (8) to point it up in terms of symptoms. Tredgold uses these terms in his sixth edition, but restricts the use of endogenous to germinal factors, and exogenous to environmental factors. It seems to us more useful to restrict the terms to the familial and non-familial concepts respectively.

The concepts of endogenous and exogenous are further advanced in the work of Heath (3) by incorporating the factor of motor coordination and the concept of fluid versus crystallized abilities. By combining level and relative type of intelligence with degree of motor coordination Heath specifically clarifies the endogenous and exogenous types as well as the mixed form. Heath goes further in extending this concept to the normal person of varying degrees of intelligence. His work in these regards has proved valuable in the military classification of mentally borderline recruits.

In recent work at the Vineland Laboratory we have found these concepts particularly helpful in the field of diagnosis, classification, and training. We have also found them helpful in

advising correspondents regarding the likelihood of defective offspring in relation to instances of mental deficiency in the correspondents' families.

Our purpose in this presentation is to encourage a terminology and a point of view which is scientifically sound and offers certain practical advantages. Obviously the study of symptoms in relation to their causes advances by a process of reciprocal evaluation. At the present time sufficient knowledge exists to afford a much clearer stand on the relation of the types and varieties of mental deficiency to their causes than is of academic interest alone. This information can now be used for purposes of diagnosis, prognosis, treatment, care and training, and can also be employed to give reasonably sound assurances to prospective parents and parent substitutes.

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Good character is not just the sum of good habits learned once and for all. As the youngster develops his needs change and he takes on more responsibility himself. The older child must have a chance to experiment and make mistakes — to learn from his own experience. He should be helped to plan and organize his own routines and be given some leeway to meet his responsibilities in his own way. As he approaches adolescence and struggles toward independence a certain amount of rebellion is inevitable, and while healthy guidance is still needed, it should aim more and more toward self-direction.—*Child Study,* 1943.

# Excerpts from the Writings of Dr. Walter E. Fernald

## Sense Training for Low-Grade Children *

***. . . . Nearly every case may be classified into one of two distinct groups***

1. **CONGENITAL. Often hereditary and generally due to developmental defects originating early in fetal life.**
2. **ACQUIRED. Resulting from disease of injury to the brain, occurring at the end of fetal life or in early childhood.**

**In the one case we have a badly or imperfectly made brain; in the other a damaged brain. The congenital cases usually present well-marked physical evidences of their defect. The acquired or accidental cases where the fetal brain was fully developed, but before, at or after birth or in early childhood, met with some disease or accident which then interfered with the structural integrity of the brain, do not so uniformly exhibit the characteristic physical signs of inferiority and degeneracy. Contrary to the general opinion upon the subject, the congenital cases, with imperfectly formed brains, are more amenable to improvement and training than the acquired cases where there is more or less damage or injury to the brain. "The prognosis is inversely as the child is comely, fair to look upon and winsome."**

**"In normal children the extraordinary activity of the special senses and an innate motor spontaneity enable the child to rapidly acquire a wide experience. Their acute powers of attention, observation and perception, spurred on by the ever-active special senses impelling them to closest scrutiny and investigation of each new thing, and their countless experiments in physics which we call play, are the means adopted by nature to exercise and develop the faculties."**

**"With normal children experience teaches what direction volition should take, what mechanism should be started in order to articulate distinctly or to perform any other bodily movement. New and more complex combinations and coordi-**

* These excerpts were taken from a paper read before the New England Association of School Superintendents, Boston, 1897. We feel that the valuable work of this Master Mind should be kept in use by younger students of the feeble-minded. Other suggestions on the training of higher-grade children may be published later.—Editor.

nations, mental and muscular, are spontaneously added in regular sequence." With the feeble-minded the badly nourished body, the sluggish special senses, the inert muscular system, feeble power of attention and observation, the dull perceptions, weak will power and almost absent power of judging and reasoning, delay and prevent this natural development. This control of the body and its functions and familiarity with the simple properties of matter and force which a normal child seems to acquire almost intuitively, can only be gained by the feeble-minded after quite a process of training.

The modern methods of teaching and training the feeble-minded are based upon a full recognition and appreciation of the physical conditions which cause and accompany the mental dullness. The first indication is to put the child in the best possible physical condition by seeing that he has the most nourishing food, regular outdoor exercise, bathing, ample sleep, and careful attention to the bodily functions and habits. The mental awakening resulting from an improved state of nutrition and bodily vigor alone is often quite marked.

In many, if not most cases, it is evident that the instruction must begin on a much lower plane than with the lowest classes in the public schools. It must begin with what the child already knows and the successive steps should be made very gradual and progressive. The physiological education of the senses and the training of the muscles to directed, accurate response, must precede and prepare the way for so-called intellectual training. The intelligent use of these senses is the basis of all knowledge. The inactive special senses, the obstructed avenues of approach to the central intelligence, must be opened up by a series of carefully arranged sensorial gymnastics.

The sense of touch, for instance, is developed by blindfolding the child and placing his hand on substances that are rough, smooth, soft, hard, hot, cold, round, square, small, large, wet, dry, sticky, etc.; he is also caused to touch familiar things as a spoon, cup, hat, an apple, ice, etc. Contrasting qualities are presented, as a large ball and a small one, heat and cold, rough and smooth, etc. At first we simply wish him to notice the different tactile sensations produced by these contrasts and to give him a wide experience in the mere appreciation of the different impressions. Gradually the exercise is extended and he

is asked to select by the sense of touch alone the spoon, ball, apple, etc., from the other objects. Then he is told the *names* of the different qualities and later asked to select something soft, smooth, cold, etc. New and less familiar objects are presented to him and he is asked to describe or to name them. Given a certain object, he is asked to name other things which feel like it.

The senses of sight, hearing, smell and taste are systematically isolated and exercised and trained in the same general way. At first vivid colors, loud sounds, strong odors and pronounced flavors are presented in deep contrast, to arouse the unused sense organs and the corresponding brain cells. Afterwards they are taught to appreciate and differentiate slight differences and resemblances and to make practical application of the newly acquired capacity. The senses are developed first as functions and then as faculties.

When a child is made to feel, see, hear, smell or taste, he is compelled to use the part of the brain presiding over these functions. After the cells of these areas have been stimulated many times, they acquire the power of reproducing these sensations in the form of ideas which are analyzed, compared and finally become a part of thought. Nerve cells grow and develop through nutrition and functional activity. It is an axiom in physiology that proper use of a part develops and strengthens it and that disuse causes weakness and atrophy. Sensorial impressions are the fundamental and normal stimuli of all brain cells and such impressions are absolutely necessary in order to secure the structural and functional evolution of these cells and their connections essential to any sort of intellectual power.

To appreciate slight differences in color, form, touch, sound, smell or taste, the child must to a certain extent be attentive, he must observe, he must discriminate and judge, in fact you have compelled him *to think*. The ultimate aim of these exercises is to train the child to acquire knowledge from sensations.

Next in importance to the sense drill comes the discipline of the muscles, not only for muscular growth and practical coordination, but with reference to the now well-recognized relation of thought to muscular movement. These children are so dull mentally and have so little motor ability that at first it

is not easy to interest them in formal gymnastic exercises. The doing of simple movements incidental to the common play and occupations of childhood are better adapted to their capacity and tastes. They are taught to kick a football, to throw a hand ball, jump a rope, to run races, to wheel a barrow, to use an axe, hammer or shovel and in general to perform large movements calling for the natural use of the various parts of the body and involving the uses of the fundamental muscles.

The well-known fact that feeble-minded children are pleasantly aroused and stimulated by music and the fact that they are prone to imitate even habits or actions which they do not at all understand, can be directly applied in the way of practical physical training. A noisy, unruly group of very low-grade children can be got to march in line and more or less in step for a long time to the music of a piano or the beat of a drum, showing real interest and pleasure. Children will do this who have previously shown little idea of precision either of mind or body. This orderly marching can be gradually made more complicated, single fire, double file, slower, faster, then walking on tiptoe, jumping over hurdles, etc., all to strongly accented music and all in imitation of the teacher or skillful leader. These movements call for the natural use of the various parts of the body, the doing of common things, etc. Then the teacher stands before the class and performs certain movements, calling upon the class to imitate her. At first we help the child to use his volition with reference to a very simple muscular movement. By degrees we can bring his will to bear upon combined movements requiring the use of a more complicated muscular apparatus. In these early lessons the child's consciousness becomes more active and he learns, perhaps for the first time, *to will to do* certain definite things. His wandering power of attention, observation and comprehension and his feeble will are aroused and strengthened by the combined influence of the music, the spoken command and the action performed before him. He learns to see what he looks at, to hear, to understand, to obey and *to do.*

After the connection between the spoken command and the desired movement is thoroughly understood, the teacher omits the action and the class perform it from dictation alone without the music. This is a much more complicated process than the imitative drill. The child must be closely attentive, he must

hear and understand the command, he must will to do the action, he must send out the correct nervous impulse to move certain groups of muscles in a definite manner.

What has been said of physical training in general applies with special force to the training of the finely coordinated muscles of the finger, hand and forearm. There is a very intimate relation between what a feeble-minded child *knows* and what he can do with his hands. And inversely, mental development is almost always preceded by and proportionate to increase in manual dexterity. Hand training in great variety forms an important part of the daily exercise of every pupil according to his ability. The lower-grade pupils are taught to pick up pins or marbles, catch a ball, to button or unbutton garments, to tie a knot, etc. The work done by the more advanced pupils in technical manual training compares very favorably with that done by pupils in the public schools. The mental discipline and the hand and eye training resulting from the accurate doing could not be obtained in any other way.

The feeble-minded of all grades have a very imperfect command of spoken language. As the child's special senses are developed and his general intelligence increased, his command of words is apt to increase as fast as do the ideas he wishes to express. The methods of teaching the child to talk are the same as are unconsciously used with normal children. Names of things, of persons, of favorite toys, of familiar objects are acquired first. The most familiar objects, perhaps a lifelike toy dog, or a horse, a ball or a cat are shown a class. They become interested, and the teacher says "This is a *dog*," repeating the word many times, allowing the pupils to watch the movements of the lips and tongue as closely as possible. Soon the child associates the sound of the spoken word with the object itself as he perhaps would never do in the infrequent and casual use of the word at home. After the sound of the word is recognized the class are asked to name the object, the children being placed in a small circle so that they can see each other's lips and faces. One after another the class may learn to pronounce the word. Then another object and word are used in the same way, always taking an object of interest to the child. After *names* of things are acquired, descriptive and action words are introduced in the same way. These lessons are disguised as

play, and are really very interesting to the children. Much tact and patience on the part of the teacher are required, but the final results are well worth the effort.

The extraordinary fondness of the feeble-minded of all grades for music has already been mentioned. In the school exercises and other assemblies, children who cannot speak six words distinctly, will sing or hum song after song in fairly perfect time and tune, approximating the correct pronunciation of the words as they are able. They undoubtedly acquire the use of many new words in this way. We have taken advantage of this by arranging a series of musical articulation exercises, taking many of these same familiar melodies and substituting for the usual words of the songs, the different vocal sounds of our language.

The common properties, qualities, varieties, sources, and uses of familiar things are taught them successfully only by exhibiting actual samples of the fabrics, food products, metals, etc., and allowing them to see, feel, smell or taste for themselves. We have a very comprehensive collection of these objects; also many miniature utensils and implements, articles of furniture, vehicles, life-like models of animals, etc., for daily observation and study. These are supplemented by many large, bright-colored pictures and graphic charts, covering the same ground, for comparison with the actual objects. This object teaching, or practical instruction in everyday matters, is one of the most necessary and valuable parts of our school work. Memory exercises are of little benefit to the feeble-minded. They do not *study* as normal children are supposed to do. "The mentally feeble child is specially incapable of comprehending abstractions; all instruction, therefore, must be presented in concrete form which he can not only see or hear, but when possible grasp in the *hand* as well as in the mind."

## Comments on Publication

In the October issue of "Special Education Review" which is a publication devoted to the interest of teachers in special education under the auspices of the Newark Chapter —— International Council for Exceptional Children, a most interesting program appears. The Editorial states that these studies have a two-fold function, first, to integrate the work of the special classes with that of the regular classes, and second, to build up curricula integrating the best in philosophy and practice of special education. For special education has passed through the experimental, laboratory phase, and is now immersed in the clinical phase. What is more, the contribution made by special education has been a constructive ferment in readying the public school systems of many progressive cities for the acceptance of the philosophy and principles of an education adapted to the different need of individual pupils.

Historically, there has been a parallel growth in educational opportunities and special education. With the emphasis on an education "for all the children of all the people" there had to develop a concomitant recognition of the need for making adaptations to individual differences of work.

The Editorial also states that a fully developed program aims to provide not only for the slow learning, the blind, the deaf and the tubercular, but for the undernourished. It must seek to provide a program which might be considered preventive education which shall anticipate needs and prevent their progress.

It goes on to emphasize the importance for the exceptional child to have all normal contacts possible in the school and community, since in addition to the best medical care, physical equipment and individualized teaching, as essential as they are, social and emotional health must be nurtured, too.

The results of studies already made and published are:

Adjustment for the Physically Handicapped
Providing for the Undernourished
Curriculum Improvement for the Hospital and Homebound
The Programs in Braille Classes

—H.

# Here and There at The Training School

Jessie and her Mother were crossing the leaf-strewn lawn on a clear, rich October day. They moved leisurely along over the carpet of gold until they came to the lily pool. As I approached, I first saw their faces reflected in the clear water as they admired the beautiful red, yellow, blue and white lilies floating on the surface while the goldfish darted in and out in the sunlight. It was a picture I wish many another might have seen and remembered.

Jessie is a quiet little girl who has long lived at the Training School and for these many years her Mother has faithfully made the long journey to visit her. This year she expressed her comfort and satisfaction in coming to this haven from the turmoil and struggle of the great cities, knowing that she would find Jessie protected and undisturbed, able to enjoy the great outdoors so freely without danger or alarm.

She appreciates Jessie's affection and her anticipation and joy at her coming but she is equally grateful that she can know when her visit is over Jessie goes serenely on her way with no heartaches or unhappiness.

* * * * * *

Every day Paul is busy all day long with his companions on the big playground at the back of the house. He does little tasks about his cottage and then is free to organize the sort of play and entertainment most enjoyed by him and his cottage family. Everybody is fond of Paul with his childish face and figure and his funny mischievous little ways, but, Paul has a heart of gold which he unstintingly shares with those who know him best.

Paul came from the Philippines a long time ago. Many times when we see his devotion to his life here and to those who

care for him, we wonder what his fate might have been had he been with his family when they escaped from the Philippines to a small island in the Pacific where they still wait transportation to the States.

His Mother has been a most appreciative and happy parent, when she has several times made the long trip across the Pacific to see him and we believe that his protection and security here have been her greatest source of comfort during these long wearisome months.

* * * * * *

## OUR SUMMER ACTIVITIES ARE OVER

Our out-of-door sports are uppermost in the interest of all the boys and many employees for the entire summer, with baseball, softball, swimming and many competitive games, but when the season draws to a close and we are turning to winter sports the happiest time of all is the climax of activities with the winners and the losers joining in the grand round-up meet.

Monday October 23, the Vineland YMCA Junior Softball League, of which the Training School's team is a member, had their annual banquet at the First Methodist Church for all of the teams that took part in the games played. There were about two hundred players who attended the affair. Mayor John C. Gittone and Mr. Frank Hydorn were Masters of Ceremony. The Mayor awarded the medals to the winning team which was the Kimco Blues. Our bat boys and scorer were included as well as the players. The guest speaker of the evening whom everybody enjoyed very much was Reverend R. L. Jenks of the First Methodist Church of Millville. Mr. Nash led in the singing. *Best of all was the Banquet.* Many people commented on how fine the Training School boys had played and we are all looking forward to playing again next year.—J. M.

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Saturday November 4 was perfect for our Annual Field Day and the Institution turned out in fine spirit to celebrate what proved to be one of the best track meets we have ever had. The

arrangements on the playfield were well laid out in advance and there were no delays in the events. These were real tests of skill and plenty of fun.

The wheelbarrow and piggy-back races were a lot of fun for the small boys and good spirited competition for the junior group. The 100 yard dash and the 200 yard hurdle race were the main features of the senior boys. Douglas Johnstone was on hand as usual in his good style and humor at the mike. It added much to the success and enjoyment of the afternoon. We are grateful to the City of Vineland for the use of this public address system. The events were all over at four o'clock in the afternoon when everybody was treated to refreshments. We have already settled into our winter program with as much interest and good sportsmanship as we have had during the summer.—A. D.

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## Notes From the News Sheet*

Our small boys just joining the Scouts are very much interested. They keep busy tying knots and trying to learn the rules. We had a fine Halloween party. Everyone had a grand time playing games and after we had eaten the good refreshments, we went to bed happy but tired.—Mills Boys.

On Monday we had a very fine band concert given by the Owens-Illinois Glass Company. They played some very fine pieces and had a cute majorette. A little girl sang songs and tap danced. She also did a toe dance. There were four men who sang some of the old-fashioned songs and we joined in with them. We all enjoyed the concert very much.—A. V.

Our Santa Claus Club is coming along fine as ever these days. We still meet every Monday night from seven to nine. There is plenty to do in our workshop. We have a very good meeting which all club members enjoy. Again, drop around at any time as you folks are always welcome. This club is a fine interest for all of the fellows who are members.—P. B.

The Scouts have been given the West Grove for their activities. We already have a good fireplace and benches. We had partly cleared the ground and were scouting for posts for our fence when the hurricane came along and blew down some trees right where we needed them. Somebody

* These are copies of the notes as gathered by the children for their monthly News Sheet.—Editor.

said, "It's an ill wind that blows nobody no good." Anyway, that was about the only good deed we have heard that the hurricane did for anybody. We are glad that no one was hurt during the storm.

We have had two nice birthday parties here at Louden. One for Carol and the other for Muriel. We played games and sang and then had delicious refreshments. We also had a grand time on Halloween. We enjoyed seeing the guests who came to visit and it was fun to try and guess who the ones were in disguise. Now we are thinking about our letters to Santa Claus.

October 28 a good store was held. Most everybody had a good OK. Halloween was lots of fun! Every cottage had a party. There were ghosts and goblins about that night and lots of people with funny faces came to visit us and there were Halloween eats everywhere. November 5 was Harvest Sunday and we had a special Assembly and the Hall was beautifully decorated.

I certainly had a surprise when on Sunday night I was told that my mother was coming to see me. I hadn't seen her for such a long time. On Monday morning she came out to the School to take me down town for a day and a night. I certainly had a nice time. I saw a very interesting movie called "The Yellow Canary" and also walked all around Vineland. —J. C.

On the 14th of October our Scoutmaster took us down to the baseball field. We did a lot of drilling and running exercises. We held a little meeting in the grove and later played "Cops and Robbers" and then we had some more drilling. Our Scoutmaster is very pleased because we are all doing so well in our troop.

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Articles by the regular staff are initialed. For those and for unsigned articles, the editors are responsible. For signed articles the responsibility rests with the authors.